



**DROYLSDEN**  
Academy

# **Relationships and Sex Education Policy (RSE)**

## 1. Rationale

We accept and fully support the Secretary of State's view that, "today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way." (Department for Education)

We aim to prepare students to take their place in society as responsible and risk aware citizens. The curriculum takes into account age appropriateness to provide students with knowledge that will enable them to make informed decisions about their wellbeing, health and knowledge and to develop the resilience to ask for and know when to seek support and advice.

At Droylsden Academy, we work to ensure that our young people mature into positive citizens. We enable our students to develop their talents, skills and values to be a good influence in their communities and wider society. Our students are encouraged to adopt a robust moral code and to embrace wholeheartedly all that life at Droylsden Academy has to offer. Our busy, structured and purposeful school aims to produce young citizens who are confident, creative and team players - in the classroom or the local community.

With this in mind, the curriculum is designed to support students to embrace the challenges of adult life, equipping them with the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Students can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts.

## 2. Statutory Requirements

As a secondary Academy we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#)

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section [403 of the Education Act 1996](#) and section [80A of the Education Act 2002](#).

At Droylsden Academy, we teach RSE as set out in this policy.

## 3. Policy Development

1. Review – a whole school audit was carried out in June 2019 and again in 2020 in order to gauge the quality and coverage of the existing provision
2. In response to the audit and, in conjunction with up-to-date statutory advice and guidance, this policy was reviewed in September 2021
3. Initial stakeholder consultation – parents, carers, students, teachers and any interested parties were invited to view this document and feedback as appropriate. The SRE policy is accessible to all on the Academy webpage.

## 4. Definition

RSE and Health Education is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE and Health Education involves a combination of sharing information, and exploring issues and values.

RSE and Health Education is not about the promotion of sexual activity.

## **5. Curriculum**

Our curriculum is set out as per Appendix 1 but we may adapt it as and when is necessary.

The curriculum has been developed in response to the statutory guidance for RSE and Health Education and an auditing of our provision.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendix 1.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## **6. Delivery of RSE**

Relationships and Sex Education (and Health Education) at Droylsden Academy are delivered through a whole school approach. Through careful auditing and planning RSE and Health Education are delivered through:

- Timetabled RS/PSHE lessons in Years 7, 8 and 9.
- 'Drop-down days' and shorter sessions where professional agencies deliver sensitive content to whole year groups or classes. There are also stand-alone sex education sessions delivered by a trained health professional.
- A pastoral programme that allows RSE and Health Education to be delivered through Life Skills and Character tutorial time (where students are with form tutors) and assemblies;
- A whole-school curriculum where individual subjects deliver aspects of RSE and Health Education which are tailored for their subjects (including Science, English, Geography, Sport and Healthy Lifestyles). In these cases, Curriculum Areas have identified which aspects of the curriculum they will deliver; this has been informed by the audit of provision, which was carried out in July 2019 and again in 2020.

This curriculum takes full account of the government's statutory guidance on RSE and Health Education. (September 2021).

The curriculum has been planned to ensure accessibility for all students. Students with SEND and particularly those who may be considered more vulnerable to exploitation and bullying have been taken into consideration in the planning of individual schemes of work. The curriculum will allow students to discuss potentially sensitive

issues. Students will be made aware of how to raise their concerns or make a report and how any report will be handled.

For more information about our RSE curriculum, see Appendix 1

## **7. Roles and responsibilities**

### **7.1 The Governing Body**

The Governing Body will approve the RSE policy, and hold the headteacher to account for its implementation.

### **7.2 The Headteacher**

The Headteacher (or a person with delegated responsibility) is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

### **7.3 Staff**

Staff are responsible for:

- Recognising their professional obligations to deliver effective RSE and Health Education
- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

Staff who are expected to deliver RSE include teachers, Year Managers, and support staff from the On-Board Centre.

Staff are expected to adhere to the Academy's Safeguarding protocols. In the event of a disclosure from a student staff **must** follow the Academy Child Protection Policy (i.e. immediate notification via CPOMS or a Dedicated Safeguarding Lead via a 'yellow form').

### **7.4 Students**

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## **8. Parents' Right to Withdraw**

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the student's educational record. The Headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

As the RSE curriculum is progressive and develops over the five years that the students remain at the Academy, parents who wish to exercise their right to withdraw would need to do this every school year.

## **9. Training**

Curriculum Leader for Humanities has received training on Relationship and Sex Education which is disseminated to relevant staff. The Academy will be supported in its delivery by professional agencies including school nurses, Tough Cookies and Tameside's YouThink service.

## **10. Monitoring Arrangements**

The delivery of RSE is monitored by Mr S Jackson (Director of Character and Life Skills), Mrs L Bugler (Curriculum Leader for Humanities) and Mrs G Arnold (Deputy Headteacher with responsibility for Personal Development) through student voice, learning walks and work scrutiny. Other members of staff may also be involved in monitoring quality and implementation.

This policy will be reviewed by Mr S Jackson (Director of Character and Life Skills) every 2 years. At every review, the policy will be approved by the Governing Body.

## Appendix 1: By the end of secondary school students should know:

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</li> </ul>
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>

Review Cycle: Two Years

Next Review Date: October 2023

Person Responsible: Director of Character

Approving Body: Local Governing Body

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> <li>• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li> <li>• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</li> </ul>
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</li> <li>• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</li> <li>• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

## Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	